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IDENTIFIERS Palomar College CA

ABSTRACT

In October 1992, the Disabled Student Programs and Services and Student Placement Offices of Palomar College initiated a partnership program with existing service agencies and employers to enable individuals with disabilities to enter the employment mainstream and to establish a safety-net support system within the work environment. The program developed two courses to prepare students for employment and to provide support on work adjustment issues. In addition to counseling, assessment, and placement services, the program also selects a worksite peer-mentor who is trained and given incentives to support the adjustment of the new employee. The program relies on existing campus services and partnerships with employers and community service agencies. By 1994, the project had accomplished the following: (1) a Transition Committee, involving 21 representatives of community agencies and educational institutions, was formed and agreed to meet monthly to advise the placement project, share information and concerns, promote cooperation, and avoid duplication of effort; (2) an active 35-member advisory board including representatives from the college and business community was formed and has stimulated a true partnership between the project and business community; (3) intake, screening, and transition plan procedures have all been modified to streamline and enhance the effectiveness of the project; (4) curricula and syllabi for vocational preparation and work adjustment courses were modified and approved; and (5) 21 students had been placed. Brochures and other program materials are included. (KP)

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PARTNERSHIPS FOR EMPLOYING STUDENTS WITH DISABILITIES

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**Palomar College
San Marcos, California**

May 21, 1992

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PROGRAM ABSTRACT

In October, 1992, the Disabled Student Programs and Services and Student Placement Offices of Palomar College initiated a partnership program with existing service agencies and employers with the purposes of enabling individuals with disabilities which impact learning to enter the employment mainstream and of establishing a safety-net support system within that environment.

The program developed two courses designed to prepare students for employment and to provide support pertaining to work adjustment issues once the person begins a work placement. In addition to counseling, assessment, and placement services, the program also includes a peer-mentor component which is applied in selected cases. A peer mentor is an existing employee at the worksite who is provided training and incentives to support the adjustment of the new employee.

The program relies heavily on existing campus services and linkages (partnerships) with employers and community service agencies. Involvement of an active Advisory Board (35 members) and Transition Committee (21 members) are key features. The result is a cooperative, efficient arrangement which benefits students with disabilities, employers striving to employ and accommodate those individuals. The project brings together elements of the community which heretofore did not know how to cooperate.

Project Activities Summary 1993-94

Goal: To develop a model placement program at Palomar College for persons with targeted disabilities.

Objective 1: Implement an additional three linkage agreements for referrals and shared services with service agencies to provide comprehensive and coordinated services for students in the career placement program by 1/15/94. Amend existing agreements as necessary to clarify roles and allow for a sharing of information.

Objective 2: Implement an additional six linkage/partnership agreements with selected employers by 1/15/94. Amend and enhance existing agreements to include more employer participation in advisory boards and classroom activities, and encourage continued involvement in development of work experiences and peer mentor arrangements.

Objective 3: Modify intake, screening, and transition plan procedures by 12/1/93.

Objective 4: Modify curriculum and syllabi for the two vocational courses by 3/1/94.

Objective 5: Conduct a minimum of thirty vocational placements for students to provide an opportunity for career exploration and to identify strengths and develop confidence in their abilities. Placements will be accomplished by 9/30/94.

Objective 6: Provide a minimum of five inservice training and orientation sessions for faculty, staff, employers and mentors to increase their understanding of disabilities and to enhance working relationships with these populations by 9/30/94.

Objective 7: Enhance, refine and improve technical information on the adaptation of school and work environments so that they are accessible and functional for persons with disabilities by 1/30/94.

Objective 8: Develop adaptations to the model that will translate basic principles to other groups by 9/30/94.

Objective 9: Develop dissemination methods and materials by 9/30/94.

Project Accomplishments

Objective 1 The projected number of linkage agreements (3) has already been met and exceeded.

The true spirit of the objective was to encourage community agencies to work cooperatively. This aspect has been accomplished through the Transition Committee, a body which rotates chairmanship to promote member involvement. The 21 representatives of agencies meet, by their request, on a monthly basis to advise the placement project, share information and concerns, promote mutual cooperation, and avoid duplication of effort among regional agencies with similar purposes (transition). The formation of this committee has served a larger purpose for the North San Diego County region and has benefitted the overall purposes of the project.

Each meeting is evaluated by members utilizing a classroom research type assessment form. Such a format provides productive feedback and maintains member interest through modification of the meeting agenda.

The current linkage agreements need modification to clarify roles and define agency connections.

Objective 2 The projected number of additional linkage partnership agreements with employers has not yet been met but will be by the end of the project year.

An active Advisory Board has been developed which is

composed of 35 members from the business community and from college administrators and supervisors. Advisory Board members have requested that the project re-evaluate the need for linkage agreements, for companies as a whole are hesitant to sign because they feel an almost threatening commitment. Members have recommended that agreements be made between individuals (working for a company) and the project.

The Advisory Board has stimulated a true partnership between the project and the business community. The board meets ten times a year (average attendance=15), periodically rotates chairmanship to promote member involvement, and has members involved in sub-committees (curriculum review, evaluation, etc.), presentations to project courses, employment of a project participant, and employer/mentor arrangements.

Objective 3 Intake, screening, and transition plan procedures have all been modified to streamline and enhance effectiveness of the project.

Intake. At a certain point, the project received more referrals than it could effectively handle. Many referrals were inappropriate or based on misinformation. Periodic orientation meetings were arranged to clarify the purposes and requirements of the project and to allow interested individuals to self-screen. This saved staff time and consumer frustration. Intake forms have been revised and modified.

Screening. The PDQ is now used for all targeted applicants. Existing academic and vocational assessments are sought and used

for the screening and diagnostic process. An "extended evaluation" status has been established for individuals who, after screening, may not yet be ready for participation in the project. These marginal candidates are given structured timelines and recommendations to pursue in order to enhance their chances for success in the project. 50% of these individuals have later been included in the project.

Transition Plans. Tentative goals, written and signed, are established with the student in an in-house staffing after acceptance into the project. Transition plans, involving key outside agencies and individuals, are established later after needs and goals have been clarified. It has been discovered that it is important to set up challenges for each student along each step of involvement with the project.

Objective 4 Curricula and syllabi for the two vocational courses were modified and approved by the college in February of 1994.

The Vocational Preparation and Work Adjustment courses were approved as credit courses and will be included in the 94-95 college catalog. The Work Adjustment class is now open-entry/open-exit to enhance its flexibility, and has incorporated a textbook to add structure and focus.

Feedback from evaluations (student, curriculum advisory committee, instructor) resulted in the following changes: time and day of a work adjustment section were altered; employer presentations were added to the Vocational Preparation class; a self-paced lab component was added to enhance flexibility when

student transition plans were incorporated into the course. The strong student request was to have more contact with employers. This need will be met with the over 15 employer presentations and 5 field trips which will have been accomplished by the end of the project year.

Objective 5 The objective of placing 30 students in employment will be achieved by 9/30/94. Currently, 21 students have been placed in this second year. Overall services to students, including intake, orientation, and job placement referrals will exceed 65 students by the completion of the project year. Ongoing support to placed students still requiring services has continued.

Students continue to be served in two tracks. Track One students have targeted disabilities (brain injury, learning or psychological disabilities) and require more intensive job development and follow-up services. Track Two students have other disabilities and/or require less supervision or minimal services. Track Two provides equal access to basic placement services for all work-ready students with disabilities and provides information for expansion of the model to other disability groups (see Objective 8).

Mentor arrangements have been utilized more than in the first year and have proven to be an effective marketing tool.

Strong relationships have been developed between the project and the following campus agencies: Cooperative Education (work experience); Regional Occupational Programs (ROP); and the Comet

Center Drug and Alcohol Prevention Program. 50% of current project students are enrolled in Cooperative Education.

The majority of the follow-up services are done via contact in the Work Adjustment class. Employers are hesitant to allow project staff to do on-site follow-up unless a long-term relationship has been established (such as involvement in the Advisory Board). It has also been found that fewer than 30% of participants need the planned monthly site visits and/or weekly employer phone calls. At-risk students are generally initially placed in on-campus jobs as campus supervisors have tended to be more open to interventions and strategy development, thus allowing the student to learn workplace strategies in a supportive environment before transition to an outside workplace.

Due to the current economic environment in California we are relying more on placements involving Advisory Board members, as these members know that, through developed relationships, staff are available to assist with workplace issues that may arise.

Objective 6 Five inservice training and orientation sessions will be accomplished by the end of the project year.

Initially we faced resistance from employers who needed to be assured that such training would be compatible with company policies. However, in February of 1994 we provided an Americans with Disabilities Act inservice (in conjunction with University of California - San Diego). From the success of that inservice, we received a request from one employer to provide from four to six different inservices for their employees at their various sites.

After an initial small turnout, the campus Mentor Club is resuming activities due to indications of revived interest. This was designed as a means to bring together various on-campus mentors and supervisors and provide informal training on-line with the purposes of this objective.

A second staff development workshop is planned with the Student Placement Office on campus to address disability awareness issues that they may face on an everyday basis. The effects of this workshop will carry beyond the time limitations of the project.

Objective 7 Technical information materials and resources have all been enhanced and modified.

The volume of these materials forces us to create a more effective organization, delivery, and updating system. The focus of this objective has evolved from provision of information to an emphasis on self-advocacy (students) and independent accessing of information (employers). Students and employers seem to prefer information in written form which allows them control over the absorption of new material.

Objective 8 Adaptations to the model that will translate to other disabilities will be more fully developed by the end of the project year.

From our experiences with Track Two students, only about 25% of students in other disability groups (other than deafness and hard-of-hearing) require all of the comprehensive services

available to the targeted populations. Technical information files are now being developed for students and employers to cover these additional disability categories.

A San Diego State University Rehabilitation Counseling-for-the-Deaf staff member has been solicited to train the project staff on deaf culture, job placement methods, and job accommodation requirements for the deaf and hard-of-hearing population.

Objective 9 The objective to develop dissemination methods and materials will be met and surpassed by the end of the project year.

A slide presentation on the project has been developed, utilized, and is now being revised to highlight more program details. An audio-visual tape and an informational notebook are in development. An Advisory Board member is acting as a consultant on these latter projects.

The project was presented at the California Career Conference in November of 1993, the Southern California Caregiver Resource Center, and the local chapter of the Head Injury Foundation. The project will be presented at the California Community College Chancellor's Office Third Annual Collaborative Conference on April 15, 1994.

Curriculum is now in development for the projected Network for Information and Curriculum Exchange. Due to the outstanding response we received from outside community people who have presented in our courses, we have decided to include selected

outlines and materials from their presentations in our curricula.

PROJECT PLANS 94-95

Objective 1. Formalize linkage agreements with three participating agencies which are currently informally involved in Transition Committee activities and clarify roles and define existing connections with agencies already operating under formal linkage agreements by 1/15/95.

Further developing existing relationships and maintaining the current frequency of meetings (ten times per year) will lay the groundwork for continuation of cooperative efforts beyond the time limitations of the project.

The practice of having members evaluate each meeting will be continued to help direct the agenda and maintain participant interest.

Objective 2. Implement an additional three linkage partnership agreements with individual representatives of businesses and industries; modify existing linkage partnership agreements to reflect the individual commitment of the representative of the employer to the goals of the project and toward mutual cooperation. These elements will be accomplished by 3/15/95.

The above changes were prompted by responses of employer representatives of the Advisory Board. These changes will allow more clarity in defining Advisory Board member involvement in the project (sub-committee involvement, site-visits, presentations to students, etc.). Such a change solidifies member investment in the purposes of the project and enhances the chances that member

involvement will continue beyond the time scope of the project.

Objective 3. Make final modifications to intake, screening, and transition plan procedures by 1/15/95.

Intake. Despite an overabundance of referrals, minorities are still under-represented. Agencies dealing with these populations will be approached more directly. A Transition Committee member who specializes in this area will be consulted to determine barriers which may exist in minority group involvement in the project. Orientation meetings will be continued to inform interested populations and to allow prospective clients to self-screen. Intake forms and processes will be modified based on feedback from consumer and Transition Committee evaluations.

Screening. PDQ and existing assessments will continue to be incorporated into the screening/diagnostic process. Use of the Boston Readiness Assessment Criteria will be evaluated and considered for use. There may be ethical and efficacy issues involved in including the scale into the already lengthy screening process.

Transition Plans. Feedback is being solicited from Transition Committee members on this process. Some students in the project are not involved with outside agencies. We will explore the possibilities of inviting a Transition Committee member into the transition meeting process (upon client approval) to provide a needed balance of outside input.

Objective 4. Make final modifications to the curricula and course outlines for the two vocational courses by 3/1/95.

Evaluation feedback from students and Advisory Board members will be considered and incorporated into course outline revisions as necessary. Times and locations will be altered when possible to meet the needs of the students involved each semester. Continued and expanded Advisory Board member involvement (curriculum review, site-visits, class presentations, etc.) will be solicited also in the upcoming year. Use of textbooks which have been introduced will be evaluated. If technical problems are reduced, videotaping of key segments will be introduced to help carry over the spirit of the project beyond the designated time scope.

The new focus of course content will be on developing awareness of disability and promoting self-advocacy in the workplace.

Objective 5. Conduct a minimum of 32 placements for students to provide an opportunity for career exploration and to identify strengths and develop confidence in their abilities. Placements will be accomplished by 9/30/95. It is expected that 65 students will be provided services (intake, orientation, job referral) during this time frame. Previously placed students still requiring services will continue to receive support services as needed.

Use of mentor arrangements as a job-site support device will increase as employers and existing employees become familiar with

the concept (by using existing effective arrangements as examples) and as they recognize the utility and benefit to them of this feature of the project.

At-risk students will continue to be placed in campus jobs or internships to evaluate their job readiness and provide practical training in desirable worker skills.

Project staff will further foster employer relationships to ease the process of job-site follow-up, based upon feedback that employers were more receptive to outside interventions when working relationships had been more fully developed and established.

Objective 6. Provide a minimum of 6 inservices custom-designed to meet the needs of individual employers with the purpose of increasing their understanding of disabilities and enhancing their working relationships with these populations. These inservices will be accomplished by 9/30/95.

Project staff will confer with interested employers to design training sessions which will meet the needs of each employer. Employers previously indicated concerns that inservices would not be compatible with company philosophy or policy. These inservices will allow the spirit of the project to continue beyond its time limitations.

The Mentor Club will continue monthly meetings and will be encouraged to evolve into member-driven leadership which will use Disabled Student Programs and Services staff for technical assistance.

Objective 7. Develop a method to train employers and students with disabilities to more independently use technical files and access other sources of technical assistance by 1/30/95.

New information will be included in technical files as it becomes available. Consumers need to learn to access information more independently so that the intentions of the project can carry beyond the length of the project.

Objective 8. Develop adaptations to the model that would apply to other disability groups requiring a similar basis of services by 9/30/95.

During the final year, Track One services (see Accomplishments) will be opened up when possible to students outside of the targeted disabilities as our expertise expands with other disability populations. Physical and speech disabilities may require only minor modifications, while visual and hearing adaptations could require substantial modifications and an extra level of services (and expenses), so they may not be able to be included within the time frame of this project.

More service providers specializing in these populations will be contacted and informed of the project to gain valuable information for working with these groups and to once again avoid duplication of effort and encourage mutual cooperation.

Objective 9. Continue and expand the dissemination of information process to inform employers and service agencies of the results of the project. Dissemination activities will

continue until 9/30/95.

Information packets pertaining to the project will be developed, prepared, and disseminated based on requests from the field (interested employers, service agencies, other colleges and training facilities, etc.).

Project staff will submit a program proposal to present the project at the annual conference of the California Association for the Post-secondary Education of the Disabled (CAPED).

Project staff will present a "poster session" at the annual Project Director's Conference (sponsored by the Transition Research Institute) in the spring of 1995.

Other formal presentations of the project will be arranged as opportunities become available.

Project Coordinator will participate on the Learning Disabilities Association (LDA) advisory board as a job placement consultant.

PROGRAM EVALUATION

OBJECTIVE	QUANTIFIABLE DATA	TOOL TO REVIEW QUANTITY OF SERVICES	RESULTS	ADDITIONAL REVIEW PROCESS	OUTCOME
1	3 linkage agreements reached by 10/15/92	Likert Scale Surveys will indicate that agreements are at least adequate in meeting the various agencies priorities.	Collaboration will reduce fragmentation of services, and set a transitional service delivery model.	1) Students individual IEP's 2) Individual Agencies yearly goals and objectives	Comprehensive services are provided to a student in a coordinated manner.
2	6 linkage agreements reached by 10/15/92	Yearly Likert Survey will indicate linkage/partnership with businesses are at least satisfactory in meeting the business needs.	Students will have: 1) increased contact with employers 2) increase their understanding how the business world works 3) they will have the opportunity to relationship		Student will learn current technologies and skills utilized in local businesses.
3	1) Develop and implement methods of intake and screening by 2/15/92 2) Develop transitional procedure by 2/15/92		1) The effectiveness on the program 2) Standardize intake 3) Each student will have an ITP and IEP	Students individual PDG and interview will provide a basis to develop individual treatment plans for students.	1) Student with appropriate ability will be selected. 2) Students program will be coordinated with other college services.
4	Develop curriculum for the two vocational placement classes by 12/1/92	Likert Scale Surveys will be performed per semester.	1) At least 75% of the IEP's & ITP's are partially met. 2) At least 80% of class objectives are met.	1) Curriculum is revised per semester 2) Recommendations are made by Advisory Board & implemented when indicated with a timely manner.	Students will develop proficiency skills and demonstrate improved social & work behaviors to perform at least one entry level job.

PROGRAM EVALUATION

OBJECTIVE	QUANTIFIABLE DATA	TOOL TO REVIEW QUANTITY OF SERVICES	RESULTS	ADDITIONAL REVIEW PROCESS	OUTCOME
5	At least 24 placements achieved each year.	1) Student evaluations indicate satisfaction with the program and employer sites. 2) Evaluation by employers of program will indicate it provides adequate support to employers, student mentors, and students.	Employer's evaluation of 80% of the students demonstrate at least adequate job performance.	Exit interviews are performed on each student completing program.	At least 80% of the students completing program will be placed in competitive employment within 6 months of completion of training, and retain job for 1 year.
6	At least one in service is performed per semester.	Likert Scale Surveys completed by participants demonstrate at least adequate satisfaction with in-service.	Staff, employers and care providers will have the opportunity to participate in-training, or to review materials on an independent basis.		To increase service providers awareness and provision of support and accommodations needed for students.
7	Technical data is provided to each student and employer.	Students and employers report Likert Scale Surveys on their respective evaluation forms that they received at least basic technical information and/or services.	Technical assistance is provided on accommodations and procedures for the college and worksite.		Increase the accessibility to work and school environment.
8	Final report is written on model program by 6 months after completion of program.				Model is adapted with at least one other disability group by the end of the 3rd year of the program.

OMB Approva. No. 0348-0043

**APPLICATION FOR
FEDERAL ASSISTANCE**

1. TYPE OF SUBMISSION Application ☐ Construction ☐ Construction ☒ Non-Construction ☐ Non-Construction		2. DATE SUBMITTED 5-21-1992	Applicant Identifier																												
		3. DATE RECEIVED BY STATE	State Application Identifier																												
		4. DATE RECEIVED BY FEDERAL AGENCY	Federal Identifier																												
5. APPLICANT INFORMATION																															
Legal Name: Palomar Community College District		Organizational Unit: Disabled Student Programs and Services																													
Address (give city, county, state, and zip code): 1140 W. Mission Road San Marcos, CA 92069-1487		Name and telephone number of the person to be contacted on matters involving the application (give area code): 619-744-1150 extension 2378																													
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 9 5 - 6 0 0 2 2 2 7		7. TYPE OF APPLICANT: (enter appropriate letter in box) ☒ L A. State H. Independent School Dist. B. County I. State Controlled Institution of Higher Learning C. Municipal J. Private University D. Township K. Indian Tribe E. Interstate L. Individual F. Intermunicipal M. Profit Organization G. Special District N. Other (Specify): _____																													
8. TYPE OF APPLICATION: ☒ New ☐ Continuation ☐ Revision If Revision, enter appropriate letter(s) in box(es): ☐ ☐ A. Increase Award B. Decrease Award C. Increase Duration D. Decrease Duration Other (specify): _____		9. NAME OF FEDERAL AGENCY: Department of Education																													
10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 8 4 - 0 7 8 TITLE: Career Placement Opportunities Disabled Students-Post-Sec Education		11. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Partnerships for employing students with disabilities																													
12. AREAS AFFECTED BY PROJECT (include counties, census, etc.): Palomar Community College District 2555 sq. mi; Northern San Diego County CA																															
13. PROPOSED PROJECT: Start Date: 7-1-92 Ending Date: 6-30-95		14. CONGRESSIONAL DISTRICTS OF: a. Applicant: 43rd b. Project: 43rd																													
15. ESTIMATED FUNDING: <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td>a. Federal</td> <td>\$</td> <td>97,895</td> <td>.00</td> </tr> <tr> <td>b. Applicant</td> <td>\$</td> <td>57,385</td> <td>.00</td> </tr> <tr> <td>c. State</td> <td>\$</td> <td>---</td> <td>.00</td> </tr> <tr> <td>d. Local</td> <td>\$</td> <td>---</td> <td>.00</td> </tr> <tr> <td>e. Other</td> <td>\$</td> <td>---</td> <td>.00</td> </tr> <tr> <td>f. Program Income</td> <td>\$</td> <td>---</td> <td>.00</td> </tr> <tr> <td>g. TOTAL</td> <td>\$</td> <td>155,280</td> <td>.00</td> </tr> </table>		a. Federal	\$	97,895	.00	b. Applicant	\$	57,385	.00	c. State	\$	---	.00	d. Local	\$	---	.00	e. Other	\$	---	.00	f. Program Income	\$	---	.00	g. TOTAL	\$	155,280	.00	16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? a. YES THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON DATE _____ b. NO ☐ PROGRAM IS NOT COVERED BY E.O. 12372 ☐ OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW	
a. Federal	\$	97,895	.00																												
b. Applicant	\$	57,385	.00																												
c. State	\$	---	.00																												
d. Local	\$	---	.00																												
e. Other	\$	---	.00																												
f. Program Income	\$	---	.00																												
g. TOTAL	\$	155,280	.00																												
		17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? ☐ Yes If "Yes," attach an explanation: ☒ No																													
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION-PREAPPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN FULLY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED																															
a. Typed Name of Authorized Representative: George R. Boggs, Ph.D.		b. Title: Superintendent/President																													
d. Signature of Authorized Representative: <i>George R. Boggs</i>		e. Telephone number: 619-744-1150																													
		f. Date Signed: 5-21-92																													

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Standard Form 424 (REV 1-88)
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BUDGET INFORMATION — Non-Construction Programs

OMB Approval No. 0348-0044

SECTION A — BUDGET SUMMARY

Grant Program Function or Activity	Catalog of Federal Domestic Assistance Number	Estimated Unobligated Funds		New or Revised Budget		
		Federal	Non-federal	Federal	Non-federal	Total
1. Career Placement	84-078	\$	\$	\$ 97,895	\$ 57,385	\$ 155,280
2.						
3.						
4.						
5. TOTALS		\$	\$	\$ 97,895	\$ 57,385	\$ 155,280

Budget Categories

6. Object Class Categories	Career Placement				Total (5)
	(1)	(2)	(3)	(4)	
a. Personnel	\$ 99,838	\$	\$	\$	\$ 99,838
b. Fringe Benefits	21,741				21,741
c. Travel	2,290				2,290
d. Equipment	--				--
e. Supplies	6,200				6,200
f. Contractual	--				--
g. Construction	--				--
h. Other	25,211				25,211
i. Total Direct Charges	155,280				155,280
j. Indirect Charges					
k. TOTALS (Sum of i and j)	\$ 155,280	\$	\$	\$	\$ 155,280
Program Income	\$ --	\$	\$	\$	\$ --

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SECTION C - NON-FEDERAL RESOURCES				
(a) Grant Program	(b) Applicant	(c) State	(d) Other Sources	(e) TOTALS
8. Career Placement-Disabled-Post-Sec. Educ.	\$ 57,385	\$	\$	\$ 57,385
9.				
10.				
11.				
12. TOTALS (sum of lines 8 and 11)	\$ 57,385	\$	\$	\$ 57,385

SECTION D - FORECASTED CASH NEEDS					
	Total for 1st Year	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13. Federal	\$ 97,895	\$ 24,474	\$ 24,474	\$ 24,474	\$ 24,473
14. NonFederal	57,385	14,374	14,346	14,346	14,346
15. TOTAL (sum of lines 13 and 14)	\$ 155,280	\$ 38,821	\$ 38,820	\$ 38,820	\$ 38,819

SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT				
(a) Grant Program	FUTURE FUNDING PERIODS (Year)			
	(b) First	(c) Second	(d) Third	(e) Fourth
16.	\$	\$	\$	\$
17. Career Placement-Disabled-Post-Sec. Educ.	91,476	83,302		
18.				
19.				
20. TOTALS (sum of lines 16-19)	\$ 91,476	\$ 83,302	\$	\$

SECTION F - OTHER BUDGET INFORMATION (Attach additional Sheets if Necessary)	
21. Direct Charges:	22. Indirect Charges:
23. Remarks:	

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SF 424A (4-88) Page 2
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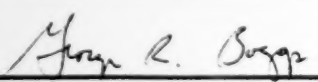
ASSURANCES — NON-CONSTRUCTION PROGRAMS

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project costs) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§ 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the nineteen statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§ 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply with the provisions of the Hatch Act (5 U.S.C. §§ 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§ 276a to 276a-7), the Copeland Act (40 U.S.C. § 276c and 18 U.S.C. §§ 874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§ 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. § 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§ 1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§ 4801 et seq.) which prohibits the use of lead based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act of 1984.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL		TITLE
		Superintendent/President
APPLICANT ORGANIZATION		DATE SUBMITTED
Palomar Community College District		5-21-92

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110 -

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph 1(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about-

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will-

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office

Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted—

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Palomar College

1140 W. Mission Road

San Marcos, San Diego Co., CA 92069

Check ☐ if there are workplaces on file that are not identified here.

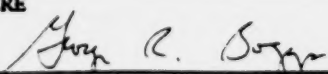
DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610—

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, CSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT		PR/AWARD NUMBER AND/OR PROJECT NAME	
Palomar Community College District		Career Placement for Disabled in Post-Secondary Institutions	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE			
George R. Boggs		Superintendent/President	
SIGNATURE		DATE	
		5-21-92	

ED 80-0013, 6/90 (Replaces ED 80-0008, 12/89; ED Form GCS-008, (REV. 12/88); ED 80-0010, 5/90; and ED 80-0011, 5/90 which are obsolete)

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion—Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
Palomar College	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
George R. Boggs Superintendent/President	
SIGNATURE	DATE
<i>George R. Boggs</i>	5-21-92

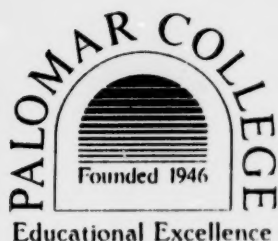
ED 80-0014, 9/90 (Replaces GCS-009 (REV. 12/88), which is obsolete)

**DISCLOSURE OF LOBBYING ACTIVITIES
CONTINUATION SHEET**

Approved by OMB
0348-0046

Reporting Entity: _____ Page _____ of _____

Authorized for Local Reproduction
Standard Form - 111-A



Dr. George R. Boggs
Superintendent/President

Board of Trustees

Robert L. Dougherty, Jr., M.D.

Ben Echeverria, Esq.

Barbara L. Hughes

Harold E. Scofield

Harvey L. Williamson

Student Trustee:

ASB President

Office of
the President

May 20, 1992

United States Department of Education
Application Control Center
Attn: CFDA 84.078C
Washington, D.C. 20202-4725

Dear Colleagues:

I am pleased to submit to you the Palomar College proposal for our Partnership for Employing Students with Disabilities Program.

Since 1973, our Disabled Student Programs and Services (DSP&S) unit has been the center of a network of support services for the disabled residents of our 2555-square-mile district in North San Diego County. This year, DSP&S is serving 800 students with disabilities.

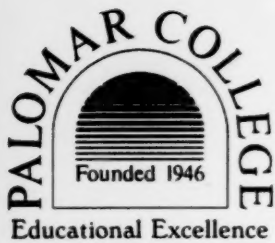
Meanwhile, our Placement Services unit is contacting 4000 employers throughout our district and placing students in 65 to 75 percent of the positions offered through the college: more than 600 annually. A growing percentage of those placed can, and should, be students with disabilities.

By combining the expertise of the staff in these two units and working with our network of employers, we will develop a model program that will create partnerships between the student, the college, other support agencies, and the business community to provide career placement opportunities for the disabled. Our pilot project has shown that there is a need for the program. Your support will enable us to implement it.

Sincerely,

George R. Boggs, Ph.D.
Superintendent/President

/tb



Dr. George R. Boggs
Superintendent/President

Board of Trustees
Robert L. Dougherty, Jr., M.D.
Barbara L. Hughes
Ralph G. Jensen
Harold E. Scofield
Rita A. White, Ed.D.
Student Trustee:
ASB President

January 10, 1994

Dear Advisory Board Member:

Happy New Year!

Partnerships for Employing Students with Disabilities will hold 1994's first meeting on Thursday, January 20 at 7:00 a.m. in the Governing Board Conference Room, Bldg. SS, Room #1. Coffee and danish will be provided to help us wake up this early.

At our first meeting of the new year we'd like to get reacquainted with old members and welcome new board participants. We'd also like to spend some time addressing board members' and DSP&S' expectations as well as defining the Advisory Board's purpose.

Please come to the meeting with your questions, concerns, expectations, and suggestions to help us become effective and productive advisors for the Partnerships Program through Disabled Student Programs and Services. With your participation, this year promises to be a worthwhile and rewarding experience for all.

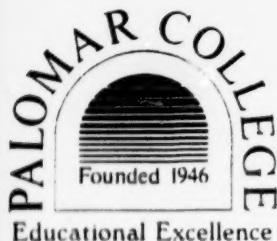
Sincerely,

Paula A. Rybak
PETCO
Co-Chair, Advisory Board

Terry White
Hunter Industries
Co-Chair, Advisory Board

Enclosed:

Tentative Agenda
Parking Permit
Map to Palomar College



Dr. George R. Boggs
Superintendent/President

Board of Trustees
Robert L. Dougherty, Jr., M.D.
Barbara L. Hughes
Ralph G. Jensen
Harold E. Scofield
Rita A. White, Ed.D.
Student Trustee:
ASB President

January 13, 1994

Dear Transition Committee Member:

Happy New Year! After a month off during the holiday season, the January meeting of the Transition Committee is fast approaching. We will meet again on Thursday, January 27, 1994 from 1:30 p.m. to 3:00 p.m. in Student Union Room #22 on the Palomar campus.

The meeting will include the following:

- * Tentatively, a presentation from Amelia Ong, Coordinator of the Rehabilitation Cultural Diversity Initiative project at San Diego State University.
- * Review of individual transition plans.
- * Community information sharing.

One of the goals at this meeting is to gather written information about the Transition Committee members and the organizations they represent. This information will be compiled as a resource for all of us. PLEASE COME PREPARED TO PROVIDE A BRIEF DESCRIPTION OF THE AGENCY OR ORGANIZATION YOU REPRESENT AS WELL AS A BRIEF "BIO" ON YOURSELF SO MEMBERS CAN LEARN WHAT EACH OF OUR BACKGROUNDS AND AREAS OF EXPERTISE ARE. This written information will be compiled for us by the Disabled Student Services Department.

I look forward to seeing you at the meeting.

Sincerely,

Karma Klauber

Karma Klauber
January Meeting Chairperson

Workshop Description:

The Disabled Student Programs and Services and Student Placement Offices of Palomar College have established a partnership program with campus services, outside service agencies, and employers. The goal of the program is to seek a partnership with employers and existing service agencies which will enable individuals with disabilities to integrate into the work force and to establish a safety net support system within that environment. This workshop will describe and explain how the collaboration and resources of all parties involved has enhanced the program as well as the community. In addition, innovative curriculum and non-traditional placement strategies will be introduced.

**THE CALIFORNIA COMMUNITY COLLEGES:
BUILDING PARTNERSHIPS, POWERING COMMUNITIES**

Third Annual Spring conference
April 13-15, 1994

CALL FOR PRESENTATIONS

Due Friday, October 15, 1993

WORKSHOP TITLE:

Partnerships For Employing Students with Disabilities

WORKSHOP DESCRIPTION:

The Disabled Students Programs and Services and Student Placement Offices of Palomar College have established a partnership program with campus services, outside service agencies, and employers. The purpose of the project is enabling individuals with disabilities which impact learning to enter the employment mainstream and establishing a safety-net support system within that environment. Currently, we have an action-oriented advisory board of business/industrial representatives which addresses the needs of all involved parties of the project (students, school, community). Technical assistance and accommodation manuals are provided to facilitate successful retention of students. Our Transition Committee offers opportunities where existing service agencies meet to exchange information and to review individual student transition plans (collaborative agency effort). The end result is a cooperative, efficient arrangement which benefits students with disabilities, and employers striving to employ and accommodate those individuals.

WORKSHOP OBJECTIVES:

1. Understand the importance of and strategies utilized to build partnerships which enhance the community.
2. Describe key curriculum components (i.e. vocational preparation and work adjustment courses, technical assistance/manual, National Information and Curriculum Exchange (NICE)).
3. Utilize program materials for actual student placement within a non-traditional model.

MAJOR EMPHASIS AREA:

☒ Student Services

TARGET AUDIENCE(S):

- ☒ Student Services Personnel
☒ Other: Job Placement, Cooperative Education, ROP, and Work Study Personnel



EVALUATION FORM

YOUR OPINION IS IMPORTANT

TRAINING CONTENT

☐ appropriate information presented

☐ information too basic

☐ information too complex

LENGTH OF WORKSHOP

☐ appropriate for information presented

☐ more time could have been spent

☐ information could have been presented in less time

OVERALL EVALUATION:

☐ EXCELLENT ☐ GOOD ☐ FAIR ☐ NEEDS IMPROVEMENT

COMMENTS: (What features did you find most useful and interesting?)

COMMENTS: (What features did you find least useful?)

COMMENTS: (Please give us your thoughts on improving the workshop--be specific!)

OTHER COMMENTS YOU WOULD LIKE TO SHARE:

PARTNERSHIPS FOR EMPLOYING STUDENTS WITH DISABILITIES

OUTCOMES OF THE PROGRAM:

1. BUILD PARTNERSHIPS BETWEEN:
 - Students
 - The College
 - Community Service Providers
 - Employers
2. PLACEMENT
 - Place students in entry level jobs, and plan for career
 - Student progress can be followed up to 1.5 years
 - Provides support for students and employers
 - Disabled Students Programs and Services demonstrates and trains other departments in how to work with students with special needs
 - Cost effective program

STRUCTURE OF THE PROGRAM

1. ADVISORY BOARD
 - Working to revise and update current goals
 - Business helping business
2. TRANSITION COMMITTEE
 - Cooperative agreements with community agencies
 - Oversee student's transition from school to work
3. COLLEGE PARTNERSHIPS
 - Key partners: Placement Office, ROP/College Training, Cooperative Education, and DSP&S
4. PLACEMENT PROCESS
 - Intake
 - Vocational preparation and work adjustment class
 - Placement assistance
 - Job development
 - Vocational Counseling
 - Mentor program
 - Assistance to employers

Palomar College

Disabled Student Programs and Services

Course Syllabus SPED 5: Vocational Preparation Spring Term, 1994

- Instructor:** Lori Roach 744-1150 x2375
- Class Meetings:** Mondays and Wednesdays: 1:00 - 2:30pm
- Office Hours:** By appointment.
- Catalog Description:** A class which explores information regarding the individuals personal work values, information about careers and job search techniques, and how they relate to the students particular disability. Topics include self awareness/assessment, career choice and job search issues. May be taken three times.
- Required Text:** Coming Alive from Nine to Five (4th edition),
by Betty Neville Michelozzi: Mayfield Publishing Company, 1992.
- Suggested Reading:** Individual handouts (provided by instructor)
Workbook (provide by instructor)
- Required Writing:** To be determined by the needs and goals of the individual student.
- Course Objectives:** At the completion of this course students will be able to:
1. Demonstrate ability to apply transferrable skills to different occupations.
 2. Develop educational and career plans.
 3. Use specially selected assessment tools (CAPS, COPS, COPES, Myers-Briggs) to learn
 - Interests
 - Abilities
 - Values
 - Personality orientation
 4. Use varied resources in Career Center to explore career options.
 5. Prepare and write appropriate resumes.
 6. Use varied strategies to deal with a job interview situation.
 7. Demonstrate competency in completing various forms of job applications.

**Content in terms of
specific body of
knowledge:**

1. Overview of self awareness
 - a) Needs/wants/self exploration
 - b) Decision-making style
 - c) Personality orientation
 - d) Skills preference
2. Assessment
 - a) Interest identification
 - b) Abilities
 - c) Value clarification
 - d) Goal setting
3. Career awareness
 - a) Theories of career choice
 - b) Work place environments/characteristics
 - c) Career options
 - d) Labor market projections
 - e) Education/training options
4. Job search
 - a) Informational interviews
 - b) Job applications
 - c) Resume writing
 - d) Interviews
 - e) Letter writing

Outside Assignments: Student is expected to read the text, study lecture notes and complete all written assignments. Specifically, self-assessment exercises, informational interviewing, job applications, resumes, and reaction papers. Two hours of outside study per week are required unless directed otherwise by instructor.

**Course Requirements
and Evaluation:**

Class Participation is required to successfully complete the course, it is necessary to attend class and participate in the class activities, quiz and discussions

1. Attendance/Participation (30% of grade).
2. Homework (30% of grade).
3. Midterm/Final (40% of grade)

Course Grades will be awarded as follows:

- A 90-100%
- B 80-89%
- C 79-70%
- D 69-60%
- F Below 60%

Course Calendar (subject to change):

<u>Date</u>	<u>Topic</u>	<u>Assignment/Readings</u>
Jan. 24	📖 Course Overview & Introduction	None
Jan. 26	📖 Self Exploration 📖 Ice Breaker 📖 SQ3R	Personal Data Sheet
Jan. 31	📖 Basic wants & Needs 📖 Self-Actualization 📖 Job vs. Career? 📖 What is success?	Chapter 1
Feb. 2	📖 Review of last class	
Feb. 7	📖 Values Clarification	
Feb. 9	📖 Areas of Interest: The Personality Mosaic	Chapter 2
Feb. 14	👤 Guest Speaker	
Feb. 16	📖 Personality Mosaic (continued) 📖 Group Exercise ★ Film 'Positive Images'	
Feb. 21	😊 HOLIDAY	
Feb. 23	📖 Interpretation of the Personality Mosaic	
Feb. 28	📖 Individual Assignment	
Mar. 2	📖 Data, People, Things 📖 Quiz	
Mar. 7	📖 Career Connection 📖 Job Groups 📖 Career Focus	Chapter 3
Mar. 9	📖 Identification of Interests 📖 Interest Inventory	
Mar. 14	📖 You and the Law! 📖 Americans With Disabilities Act ★ Film 'ADA' 📖 Bar Exam	
Mar. 16	📖 Interest Inventory returned	
Mar. 21	🚌 Field Trip to Palomar College Career Center	
Mar. 23	📖 Informational Interviews 📖 What's that? 📖 Guest Speaker	Chapter 4
Mar. 28	😊 SPRING BREAK	
Mar. 30	😊 SPRING BREAK	

Apr 4	Discussion	Informational Interviews
Apr 6	Job Seeking Skills	Chapter 5
	Networking	Note pg. 136-140*
	Dress For Success	Skip Chapter 6!
Apr 11	Application Process	Chapter 7
	Reference Letters	
Apr 13	Spring Career Fair Attendance MANDATORY!	
	No Class Meeting	
	Ooooh... that six letter word!	
Apr 18	Re'sume's	Application's due!
	Cover letters	Resume due date,
	Thank you letters	Let's negotiate!
Apr 20	Interviewing Skills	
Apr 25	Interviewing Skills (continued)	
Apr 27	Guest speaker	
May 2	Field Trip	Location to be announced
May 4	Risk Taking	
May 9	Decisions...Decisions	Chapter 8
	Goals.....Goals	
May 11	★ Film: You Pack Your Own Chute'	
May 16	Guest speaker	
May 18	Semester Review/Wrap-up	
May 23	Final Exam -Time, Topic, and Room to be announced!	

PALOMAR COLLEGE
DISABLED STUDENT PROGRAMS AND SERVICES
Course Syllabus
SPED 5: Work Adjustment

- Instructor:** Susan Mathers 744-1150 x2375
- Class Meetings:** Tuesdays: 6:00 - 8:30 pm or Fridays: 9:00 - 11:30 am
- Office Hours:** By Appointment
- Course Description:** This course is designed to meet the needs of students with disabilities. This class provides the opportunity to gain proficiency in the needed foundation skills, work place competencies and compensatory techniques to maintain employment and promote job advancement. Topics include self-awareness, work-load management, career choices, and issues of adjustment to disability. open entry/open exit. May be taken 4 times.
- Required text:** I never knew I had a choice(5th edition) by Gerald Corey and Marianne Schneider Corey. Brooks/Cole Publishing Company, 1993.
- Suggested Reading:** Five Days to an Organized Life by Lucy H. Hedrick. Dell Publishing, 1990.
- Required Writing:** To be determined by the needs and goals of the individual student.
- Course Objectives:** Students will have some input into which objectives to emphasize during a given semester.

SPECIFIC COURSE OBJECTIVES:

- A. Demonstrate effective business communication skills to include the ability to listen, express ideas clearly, and negotiation.
- B. Demonstrate an understanding of how social and organizational systems work by monitoring and correcting performance and designing or improving systems in their current work site.
- C. Use organizational strategies (for example: notebooks, filing systems, calendars, and to-do list).
- D. Develop and use work-load management techniques which include prioritizing duties, determining resources and demands, and planning accordingly.
- E. Demonstrate the ability to advocate for accommodations needed in the work or academic environments.
- F. Gain a better insight on how one's disability impacts his/her ability to perform various tasks.

- G. Develop and use strategies to compensate for one's given disability.
- H. Identify personal learning styles and realize how this could impact the ability to perform various occupations.
- I. Identify and write at least three goals which will increase work competency or help them achieve skills which could facilitate job advancements and/or promotions.
- J. Develop a career and/or lifestyle plan.

CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE

- 1. On-the-job success
 - a. Personnel management
 - b. Thinking skills/organizational skills
 - c. Work-load management
 - d. Stress management
 - e. Leadership development
- 2. Integrating into work place environments
 - a. Effective business communication
 - b. Knowing how systems work
- 3. Adjustment to disability
 - a. Self-awareness/needs/wants
 - b. Learning style
 - c. Strategies/compensation techniques
 - d. Self-advocacy/assertiveness
 - e. Support systems
- 4. Career and life planning
 - a. Getting promoted/advancement
 - b. Career options
 - c. Labor market projections
 - d. Education/training options
 - e. Career plan

OUTSIDE ASSIGNMENTS: Student is expected to read the text, study lecture notes and complete all written assignments. Specifically, work sheets, informational interviewing, resumes, and reaction papers. In addition, students will select individual lab assignments which are mutually agreed upon by instructor.

Course Requirements and Evaluation:

- 1. Class participation is required to successfully complete the course, it is necessary to attend class and participate in the class activities, quizzes and discussions.
- 2. Attendance and Class Participation (25% of grade).
- 3. Homework(25% of grade).
- 4. Lab Assignments(25% of grade).
- 5. Midterm/Final(25% of grade)

Course Grades will be awarded as follows:

A 90-100% B 80-89% C 70-79% D 60-69% F Below 60%

WORK ADJUSTMENT CLASS

DATE	LECTURE TOPIC	ASSIGNMENTS
1-28-94	Overview of Work Adjustment	Plan LAB Assignments & Buy Book
2-4-94	Invitation to PERSONAL Learning & Growth * Focus Knowing Your Learning Style	READ - Corey chapter 1
2-11-94	Styles, Values, & Meaning	READ - Johnson chapter 6 & Corey chapter 12
2-18-94	Work and Leisure "Developing a Life Style - Not Just a Career"	READ - Corey chapter 5
2-25-94	Field Trip to Graphic Communications Department	None
3-4-94	Work load and Stress Management Film - Job Satisfaction, Job Stress	Chart and log how you spend your time
3-11-94	How Goal Setting Can Make You a More Effective & Valued Employee — Guest Speaker	READ - Johnson chapter 8
3-18-94	Communication in the Work Place Film - Listening to Others	READ - Corey chapter 9 (pages 272-288)
3-25-94	Does Your Attitude Effect Your Work Performance? — Guest Speaker	READ - Johnson chapter 5
4-1-94	ADA — Guest Speaker	READ Handout

WORK ADJUSTMENT CLASS

DATE	LECTURE TOPIC	ASSIGNMENTS
4-8-94	Field Trip	Reaction Paper - One Page
4-15-94	Self Advocacy / Guest Speaker	READ Handout From: NO MORE B.S.
4-22-94	Job Advancement -- Guest Speaker	READ - Handout
4-29-94	Your Mission Statement	READ - Corey chapter 4 Note: You Can Attend the Mini Career Fair During Tuesday Evening Class (6:30-9:30pm)
5-6-94	Career Planning	Independent - Trip to Palomar College's Career Center
5-13-94	Share Lab Projects with Class	Turn in your questions for the final Do: Take-home portion of the final
5-20-94	Team Exam ** Take-home portion of the Final and all Lab assignments are due today!	
5-27-94	Lab Contract Meeting Schedule time to review Lab Assignments	

NOTE: THIS SCHEDULE IS SUBJECT TO REVISION AT THE INSTRUCTOR'S DISCRETION

Employer Benefits from the Program?

Our program is designed to assist employers with the difficult task of hiring qualified individuals for your organization through:

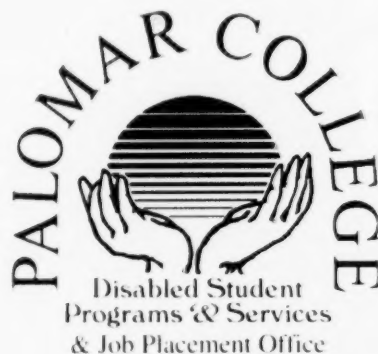
- assistance in personnel screening
- mentor program
- tax credits
- disability awareness
- in-service training for staff
- technical information for work adaptations
- reasonable accommodation

For more information on
this partnership program,
please contact:

Palomar College
**Disabled Student Programs
and Services**
1140 West Mission Road
San Marcos, CA 92069-1487

(619) 744-1150 or 727-7529
Extension 2375
TDD only: 471-8506

This project is funded in part by OSERS
(Department of Education Office of Special
Education and Rehabilitative Services)



Partnerships

for Employing
Students
with
Disabilities

Palomar College
Partnerships for Employing
Students With Disabilities
Susan Mathers • Lori Roach
Phone: (619) 744-1150, Ext. 2375
FAX: (619) 744-8123
1140 W. Mission Rd. • San Marcos, CA 92069-1487

Palomar College serves over 1,000 students with disabilities. Palomar offers a wide range of academic, vocational, and personal enrichment courses to the residents of North San Diego County. Classes are offered at the main San Marcos campus, at numerous education centers in the district and via cable television. Courses are offered days, evenings, and Saturdays.

Ways to Get Involved

Advisory Board

Purpose: Meets monthly to promote awareness of disability issues and foster community partnerships.

Consists of: Local companies, campus supervisors and instructors, and other administrators and service providers.

Transition Committee

Purpose: Meets monthly and addresses transition issues and current community happenings.

Consists of: Various state, county, and local service agencies.

Mentor Club

Purpose: Meets monthly to provide information and support regarding disability issues.

Consists of: Employers and supervisors working with individuals with disabilities.

Studies show . . .

that employees with disabilities perform as well, or better, than their non-disabled counterparts in the areas of productivity, attendance, and safety.

How the Program Works

Counselors and job placement specialists work with Palomar students with disabilities who are preparing to enter or already may be in job market by:

Providing intensive screening in order to select job-ready qualified students.

Providing students with support systems to cope with demands of the workplace.

Assisting students with transitioning from entry-level positions to advancement in their chosen careers.

Partial List of Employers

Dimension Cable Services

Puritan-Bennett

Morale, Welfare & Recreation

Hewlett-Packard

Cal State San Marcos

United Parcel Service

University of California
San Diego

Employment Development
Department

Hunter Industries

Lab Support

"As a general rule, the most successful people in life are those who have the best information."

Disraeli

STUDENT # 22

POSITION DESIRED: Open

EDUCATIONAL BACKGROUND: High School Graduate, Completed College Course Work

SKILLS: Filing, maintenance of book ordering system, has served as a 'candy striper' volunteer and worked with Ramona Senior Citizen Center assisting librarian and in food service operations. Likes interacting with customers.

STUDENT # 23

POSITION DESIRED: Retail Sales, Child Care Worker

EDUCATIONAL BACKGROUND: 40 units in General Education at Palomar College

SKILLS: Completed course work in areas of child development, medical assisting. Ideally, on-the-job training in the area of medical assisting. Although extensive retail experience, past 5 years provided child care in church nursery.

STUDENT # 24

POSITION DESIRED: Appraiser

EDUCATIONAL BACKGROUND: College Course Work, Real Estate Sales License, Clerk Typist, Word Processing/Data Entry Certificate

SKILLS: Seven years experience as a licensed Real Estate Appraiser, duties included: full appraisal, TRW research, MLS/DAMAR computers, scheduled inspections/photos/estimating values, zoning/environmental impact requirements. Excellent organization and work load scheduling skills.

STUDENT # 19

POSITION DESIRED: Secretarial

EDUCATIONAL BACKGROUND: B.S. in Business Administration - Marketing Major

SKILLS: Has worked in payroll and tax computation, personnel clerk, customer service (hospitality industry), assistant management experience (retail industry).

STUDENT # 20

POSITION DESIRED: Social Worker

EDUCATIONAL BACKGROUND: Psychological & Social Services Certificate (Spring 94), 2 years course work towards A.A. degree

SKILLS: Strong inter-personal, public contact skills, logical objective thinker, excellent organization and problem solving skills, have worked since 1991 in social service agencies, completed specialized training in hospice & YMCA OZ project. Strong psychology background, certified alcoholism specialist.

STUDENT # 21

POSITION DESIRED: Customer Service, Telephone Operator

EDUCATIONAL BACKGROUND: General Education

SKILLS: Background in sales (lumber industry), assisting customers, maintenance of store appearance, delivery of goods, assist with sales. Excellent verbal communication skills, some computer knowledge.

STUDENT # 16

POSITION DESIRED: Data Entry Clerk

EDUCATIONAL BACKGROUND: R.O.P. - Data Entry Training

SKILLS: Current typing certificate of 60 wpm, worked for 13 years for newspaper in capacity of clerk typist, courier, skills in advertising and data entry.

STUDENT # 17

POSITION DESIRED: Food & Beverage Cost Controller

EDUCATIONAL BACKGROUND: General Education, Computer and Business Course Work

SKILLS: Over 20 years in hospitality industry, procurement of food & beverage equipment and supplies, sales, marketing, procedural documentation, well versed in Word Perfect, Windows, LOTUS 1-2-3, P.O.S. systems for major hotels, extensive management skills.

STUDENT # 18

POSITION DESIRED: Preschool Worker, Infant Care Giver

EDUCATIONAL BACKGROUND: 45 units completed, 9 units in E.C.E.

SKILLS: Four summer experiences working as a teacher's aid, 7 years experience working with physically challenged girls in Scout Troop, knowledge of WP 5.0, CPR certified, some first aid knowledge.

STUDENT # 13

POSITION DESIRED: On-The-Job Training in business/Restaurant related field

EDUCATIONAL BACKGROUND: General Education & Business Course Work

SKILLS: Customer service, light landscaping, has worked as a waiter & housekeeper, busperson, & light aircraft maintenance person.

STUDENT # 14

POSITION DESIRED: Assistant Manager

EDUCATIONAL BACKGROUND: 57 units completed in Business Education

SKILLS: Supervisory and recruiting, training of employees, ability to start a business from ground floor, computer and typing skills, excellent organizational and management skills with proven track record.

STUDENT # 15

POSITION DESIRED: Preschool Teacher or Child-care Attendant

EDUCATIONAL BACKGROUND: 18 units in Early Childhood Education

SKILLS: Playground supervision, assisting with art projects, worked in substitute instructional aide capacity, assisted with curriculum planning.

STUDENT # 10

POSITION DESIRED: Shipping/Receiving, Purchasing, Cost Estimating, Warehouse Worker, Parts Compiler/Documents Analyst

EDUCATIONAL BACKGROUND: 30+ units in Business Management/Administrative Technical Writing

SKILLS: Worked in import/export business with contracts, marketing, purchasing agent, cost analysis, preparation & organization of new parts catalogs/maintenance manuals, reading technical blueprints/schematics, some computer operations. * Bondable*

STUDENT # 11

POSITION DESIRED: Bridal Consultant/Customer Service

EDUCATIONAL BACKGROUND: General Education

SKILLS: Excellent skills in all phases of restaurant operations from management to food server. Strong interpersonal skills, customer relations, attention to detail, most current work experience is within bridal industry.

STUDENT # 12

POSITION DESIRED: Open

EDUCATIONAL BACKGROUND: General Education

SKILLS: Customer service, has worked with children supervising and assisting with art projects & field trips, can learn routine quickly, hard worker, excellent driving record.

STUDENT # 7

POSITION DESIRED: Child Care Worker/Kennel Attendant

EDUCATIONAL BACKGROUND: General Education

SKILLS: Prefer working with and/or caring for small children (home day-care setting), interested in working with animals (i.e. feeding, bathing, cleaning environments).

STUDENT # 8

POSITION DESIRED: Electronic Assembly/Repair Technician

EDUCATIONAL BACKGROUND: Equipment Repair Technician III, Electronic Technician Industrial

SKILLS: Knowledge of radio, tape recorder, television, video-tape recorder, compact disc player repair, able to test and utilize volt meters, ohm meters, amp meters, oscilloscopes, hand tools, soldering, circuit diagrams, trouble shooting.

STUDENT # 9

POSITION DESIRED: Library Technician/Clerical Assistant

EDUCATIONAL BACKGROUND: General Education/Library Technician course work in progress

SKILLS: Computer operations (Wordstar, WP 5.1, File Express, Print Shop, Micro-soft Work, some LOTUS 1-2-3), typing, answering phones, run copier, have functioned as a library assistant since 11/90.

STUDENT # 4

POSITION DESIRED: Open

EDUCATIONAL BACKGROUND: General Education

SKILLS: Public relations, phone skills, polite and courteous to customers and co-workers, some filing ability, works well with supervision, works well with routine and repetition.

STUDENT # 5

POSITION DESIRED: Human Resources/Office Assistant

EDUCATIONAL BACKGROUND: 18 units completed at Palomar College (General Education/Psychology)

SKILLS: General office skills, filing, answering phones, organization, public relations liaison, payroll (cost accounting, budgeting, financial statements, accounts payable & receivable), personnel/employee benefits, maintain personnel files, new hires, etc.

STUDENT # 6

POSITION DESIRED: Drafter-Mechanical/Technical/Electro-Mechanical (Computer or Board)

EDUCATIONAL BACKGROUND: C.A.D Technical/Electro-Mechanical Drafting (certificate 6/93)

SKILLS: AutoCad R10, R11, R12, Versa Cad 5.4, Autoboard 4.0, ability to transfer blueprints & other drawings to computer, Ansi standards, D.O.D. specs, board drafting abilities and knowledge.

March 28, 1994

PALOMAR COLLEGE PRESENTS

PARTNERSHIPS FOR EMPLOYING STUDENTS WITH DISABILITIES

Student Profiles

STUDENT # 1

POSITION DESIRED: Educational Assistant/Technician

EDUCATIONAL BACKGROUND: B.A. History/A.A. Anthropology

SKILLS: Curriculum planning, organization, experience in creating procedures, inventory control, excellent communication, computer operations, supervisory capabilities.

STUDENT # 2

POSITION DESIRED: Recreation/Parks Aide

EDUCATIONAL BACKGROUND: Parks/Recreation Management

SKILLS: Cash handling, hospitality services, customer relations, knowledge of map, blue print reading of recreational facilities, maintenance procedures, plant growth & functions, turf management.

STUDENT # 3

POSITION DESIRED: Human Resource Assistant

EDUCATIONAL BACKGROUND: Undergraduate course work in business administration with emphasis in accounting

SKILLS: Combination of substantial experience in business management & accounting, interface well with individuals from diverse backgrounds, computer application (WP, LOTUS 1-2-3), can work as a team member or independently, proven loyalty, integrity, & professionalism.

AMERICANS WITH DISABILITIES ACT (CONDENSED VERSION)

What is the Americans with Disabilities Act?

The Americans with Disabilities Act (ADA) provides civil rights protection for the estimated 43 million Americans with serious physical and mental disabilities - and for some people who are treated as though they have these kinds of disabilities. The ADA was signed into law by President George Bush on July 26, 1990.

The ADA is designed to prevent discrimination against individuals with disabilities and ensure equal access to jobs, public transportation and businesses that serve the public. This is similar to the protection that federal law already provides against race, religious, national origin and sex discrimination.

The law uses the term "individual with a disability" rather than "handicapped individual," which for many is the more familiar term. The reason for the change is that many people with disabilities feel strongly that the term "handicapped" is linked to negative stereotypes and patronizing attitudes, like a racial or ethnic epithet.

The ADA is likely to have a major impact on private industry, both in its employment practices and in the way it provides goods and services to the public.

There are five separate parts, or "titles" to the ADA:

- I. Employment
- II. Public Services
- III. Public Accommodations and Commercial Facilities
- IV. Telecommunications
- V. Miscellaneous

Who is covered by the ADA?

Any *qualified individual with a disability*.

A person is considered to have a disability if he or she:

- *has a physical or mental impairment that substantially limits one or more *major life activities*
- *has a record of such an impairment
- *is regarded as having such an impairment

ADA Terminology

Qualified Individual with a Disability - An individual who satisfies the requisite skill, experience, and other job-related requirements of the employment position which the individual holds or desires, and who, with or without *reasonable accommodation* can perform the *essential functions* of the position.

Major Life Activities - These functions include taking care of one's needs, walking, seeing, hearing, speaking, breathing, learning and working.

Essential Functions - These are the fundamental job duties of the employment position the individual with a disability holds or desires. The individual must be able to perform these functions unaided or with the assistance of a reasonable accommodation. Marginal functions of a position may be reassigned to others as a reasonable accommodation.

Reasonable Accommodation - Making a change in the usual way of doing things so that a qualified person with a disability can participate. A reasonable accommodation does not require the most expensive or difficult alternative to assist the individual with a disability. A reasonable accommodation may not be required if such an accommodation imposes *undue hardship* on the organization or would create a *direct threat* to the safety of the employee or to other persons in the workplace.

Undue Hardship - An accommodation that is unduly costly, extensive, substantial, disruptive, or would fundamentally change the essential functions of the job. It is determined on a case-by-case basis.

Direct Threat - To exist, there must be a significant risk of substantial harm that could not be eliminated or reduced by a reasonable accommodation. The ADA does not require an employer to place, or keep, a person in a job if it would be a direct threat to the safety of that person or other persons in the workplace.

Examples of Reasonable Accommodations

- *Making existing facilities readily accessible
- *Acquiring new equipment
- *Modifying existing equipment
- *Job restructuring
- *Modifying work schedules
- *Modifying tests and training materials
- *Changing company policies
- *Permitting the use of accrued paid leave or providing additional unpaid leave for necessary medical treatment
- *Providing parking spaces

Adapted from FOCUS ON ABILITIES: An Overview of the Americans with Disabilities Act, United Parcel Service, 1992

ADULTS WITH LEARNING DISABILITIES IN THE WORK PLACE

By Sue Norton, LD Specialist, Palomar College

So one of your employees has told you that he/she has a learning disability—now what do you do? First of all, do not panic. Your employee is one of perhaps 5,000,000 people in the United States who has a learning disability (LD), so this is not a unique situation. Yes, there may be some tasks this particular employee will have difficulty completing—and there may be some tasks that are insurmountable—but most tasks will require minimal accommodations, if any at all. Let's begin with defining just what this LD thing is all about.

LD is a heterogeneous group of disorders. That is persons with LD, just like the entire population, exhibit a variety of strengths and weaknesses. However, unlike non-LD folks, those with LD exhibit more marked differences between their intellectual ability (which is average to above average) and their achievement in one or more areas. For example, Mary Mathematician can calculate numbers with amazing speed, but she is apprehensive about writing letters because her spelling is, well, not exactly easy to decipher. However, she has wonderful reasoning skills and can carry on a conversation using extensive vocabulary. Now consider John Mechanicalwonder. He can disassemble an engine, diagnose the problem, and reassemble the engine without referring to a manual. However, he avoids reading like the proverbial plague because he struggles to "decode" or pronounce words he reads. How, then, can you help accommodate employees like Mary and John?

First, Mary's problems can be alleviated largely by a word processing system spell checker or a portable spell checker. She also could dictate correspondence into a tape recorder or to a secretary (which most executives routinely do, anyway). John has a wonderful visual memory that enables him to complete a task without reading how to do it. Therefore, you could provide a demonstration and/or illustration of how to complete the job rather than to require reading about it.

There are, of course, other problems encountered by persons with learning disabilities. Some have spatial orientation difficulties—they forget where they have parked their cars, for example—and must carefully map their way from one point to another. Remember, we all have been lost in

parking garages at one time or another! Others need to have directions repeated or written because of auditory processing delays and confusion. For example, you might tell the employee to order 250 widgets whose stock number is 502, but the employee thinks you want 520 #205 widgets. The solution? Write down the order instead of giving it orally. After all, when we call Information for a telephone number, we usually write it down.

Finally, talk with your employee so that both of you are comfortable with the situation. The employee may overestimate (or underestimate) his/her capabilities or be timid about discussing concerns with you. At the same time, you may be tentative about accepting LD in the work place. Open communication is the answer in such a situation. Listen to your employee explain strengths and weaknesses, and at the same time observe the employee on the job. You will discover that minor accommodations will lead to a more satisfied, eager employee, and a more productive work situation.

Still concerned? Please do not hesitate to call Disabled Student Programs & Services (619) 744-1150, ext. 2375. We know our students can be successful employees, and we want to combine your expertise and ours to everyone's satisfaction.